

**LCPS Art Curriculum: PHOTOGRAPHY**

**CREATE - Conceive**

**Conceive – Standard of Achievement (1)**

**The student will use a variety of sources and processes to generate original ideas for artwork.**

**Enduring Understanding**

Ideas come from a variety of internal and external sources and are building blocks that inform the creative process.

**Essential Questions**

- Where do ideas come from?
- Why is idea generation important for the creative process?
- How do different sources and processes affect the artists' final works?

	National Visual Arts Standards	SOL's	SEM	YEAR	LCPS 5C's
<b>ART II A. Select, analyze and use multiple sources to generate original ideas for image making.</b>	VA:Cr1.1.Ia MA:Cr1.1.II	All.1			Critical Thinker
1. Access and combine information from a variety of selected print, media outlet and on-line resources to generate ideas for image making.		All.1 (A)	✓	✓	Critical Thinker
2. Discern and compile reference material to generate ideas for image making.			✓	✓	Critical Thinker
3. Investigate current global issues to generate ideas for image making.			✓	✓	Critical Thinker
4. Expand and maintain an actual or virtual collection of reference materials to generate ideas for photos.			✓	✓	Critical Thinker
5. Experiment with and combine traditional and non-traditional media to generate ideas for image making.		All.16		✓	Critical Thinker
<b>ART II B. Select and use multiple approaches to initiate the creative process.</b>	VA:Cr1.1.Ia MA:Cr1.1.II				Critical Thinker
1. Analyze and critique thoughts and ideas in the creative process.			✓	✓	Critical Thinker Communicator
2. Use a variety of approaches to form new challenges and generate ideas for photographs.	VA:Cr1.1.Ia		✓	✓	Critical Thinker
3. Select and use a variety of graphic organizers to generate and organize ideas for photographs.			✓	✓	Critical Thinker
4. Maintain a digital or traditional process journal/portfolio, a blog or website for idea development, preliminary sketches, research, critical writings, reflections, notes, and final works.		All.2 (b)	✓	✓	Critical Thinker
5. Collaborate to share and discuss research findings to generate ideas for image making.			✓	✓	Critical Thinker Collaborator
6. Systematically review features of other photographers works to inform ideas for image making.			✓	✓	Critical Thinker
7. Document, compare and discuss potential ideas for photographs.			✓	✓	Critical Thinker

**CREATE – Develop**

**Develop – Standard of Achievement (2)**

**The student will plan, advance, and refine original ideas for photographs.**

**Enduring Understanding**

Ideas become advanced through the process of weighing choices, considering alternatives, and making decisions. An artist revises ideas to discern their value in the creative process.

**Essential Questions**

- How does an artist measure the value of an idea?
- How is involvement in the idea development process reflected in the artists' works?

	National Visual Arts Standards	SOL's			LCPS 5C's
<b>ART II A. Problem-solve to refine and advance ideas in visual, verbal, and written forms for image making.</b>	MA:Cr1.1.II	All.2			Critical Thinker
1. Apply a personal aesthetic to design, develop, and refine ideas for photographs.			✓	✓	Critical Thinker
2. Weigh alternatives for media choices to develop ideas that support artistic intent versus perception.				✓	Critical Thinker
3. Identify and document goal, time, resource and personal limitation constraints in planning for image making.			✓	✓	Critical Thinker
4. Develop and evaluate multiple ideas in planning for photoshoots and final images.			✓	✓	Critical Thinker
5. Make critical and reflective choices to refine and edit original photographs through creative problem solving for image making.		All.2 (a)			Critical Thinker
<b>ART II B. Test, evaluate, and refine plans to meet desired outcomes for photographs.</b>	VA:Cr3.1.IIa MA:Cr1.1.II	All.2			Critical Thinker
1. Use critical thinking and reflection to refine plans for photographs.			✓	✓	Critical Thinker
2. Test plans for image making at critical intervals.			✓	✓	Critical Thinker
3. Apply a personal aesthetic to design, test, and refine plans for photographs.			✓	✓	Critical Thinker
4. Collaborate to evaluate and refine plans for photographs.	MA:Cr2.1.II		✓	✓	Critical Thinker Collaborator

**CREATE - Produce**

**Produce – Standard of Achievement (3)**

**The student will realize the culmination of original ideas from conception through resolution in original photographs.**

**Enduring Understanding**

Ideas are [integral] endemic to photographs. The act of making art brings life to ideas and allows them to be shared. (tangible construct)

**Essential Questions**

- What processes are used to bring ideas to realization in photographs?
- How do artists' choices impact the efficacy of the final products?

	National Visual Arts Standards	SOL's			LCPS 5C's
<b>ART II A. Investigate and interpret a range of topics to communicate meaning in original photographs.</b>					Critical Thinker
1. Express personal beliefs and values in photographs.		All.1 (b)	✓	✓	Critical Thinker Communicator
2. Investigate topics to organize and integrate content, style and production methods in photographs.	MA:Cr3.1.Ia		✓	✓	Critical Thinker
3. Explore metaphor and sub-text in relation to social and cultural issues in photographs.			✓	✓	Critical Thinker

**LCPS Art Curriculum: PHOTOGRAPHY**

4. Realize and articulate connections among personal, community and global issues in photographs.			✓	✓	Critical Thinker Communicator Contributor
5. Present alternative viewpoints in photographs to inform and illuminate social, cultural or political issues of concern.				✓	Critical Thinker
<b>ART II B. Identify and integrate familiar and unfamiliar subject matter to express ideas in image making.</b>					<b>Critical Thinker</b>
1. Interpret the human face and figure in a variety of contexts in photographs.		All.14	✓	✓	Critical Thinker
2. Select and depict natural objects and artifacts in diverse styles and contexts in photographs.		All.14	✓	✓	Critical Thinker
3. Depict natural and/or unnatural atmospheres or conditions in photographs.				✓	Critical Thinker
4. Pursue and incorporate abstract and non-representative forms in photographs.			✓	✓	Critical Thinker
5. Expand on observational skills to create expressive and meaningful photographs.		All.14	✓	✓	Creator Critical Thinker
6. Interpret a subject in an original style or point of view.		All.17	✓	✓	Creator Critical Thinker
7. Explore and apply non traditional darkroom techniques				✓	
<b>ART II C. Select and employ formal components to support communication of ideas in photographs.</b>	<b>MA:Cr3.1.IIIb</b>	<b>All.12</b>			<b>Critical Thinker</b>
1. Select and integrate formal components to compose photographs.			✓	✓	Critical Thinker
2. Select and layer formal components for an intended outcome in photographs.			✓	✓	Critical Thinker
3. Use a variety of atmospheric, linear, and multi-point perspective to create the illusion of space in photographs.		All.13	✓	✓	Critical Thinker
<b>ART II D. Select and care for materials, tools and processes safely and appropriately.</b>					<b>Critical Thinker</b>
1. Demonstrate and explain appropriate procedures in the use of image making processes.			✓	✓	Critical Thinker
2. Use contemporary media, tools, and processes to create, edit, and present original photographs.		All.10	✓	✓	Critical Thinker
3. Organize, manage, and demonstrate personal responsibility for the safe and efficient use and maintenance of materials and tools in image making.		All.5	✓	✓	Critical Thinker
4. Demonstrate proficiency, skill, and control in the use of media and techniques in photography.		All.15	✓	✓	Critical Thinker
5. Demonstrate safety protocols when using developing and darkroom equipment and materials.			✓	✓	Critical Thinker
6. Apply and justify ethical choices when creating and distributing photographs and design.		All.8			Critical Thinker Contributor
<b>ART II E. Refine and expand the use of art media, skills and techniques.</b>					<b>Creator</b>
1. Experiment, practice and persist in acquiring skills and techniques.	VA:Cr.2.1.IIa	All.1a	✓	✓	Creator
2. Plan for and create original photographs that demonstrate development of personal aesthetic.			✓	✓	Creator
3. Explore and apply a variety of digital collage techniques and processes to produce original photographs.			✓	✓	Creator
4. Explore and apply a variety of traditional and contemporary photographic techniques, processes, and applications to produce original photographs.				✓	Creator
5. Demonstrate a functional knowledge of the essential mechanisms of a camera.			✓	✓	Critical Thinker
6. Interpret and predict the effects camera control choices have on final images.			✓	✓	Critical Thinker

<b>PRESENT – Organize</b>					
<b>Organize – Standard of Achievement (4)</b>					
<b>The student will apply and refine skills and practices to prepare and display photographs.</b>					
<b>Enduring Understanding</b>					
The way photographs are prepared and arranged for presentation affects their significance in the eye of the viewer.					
Artists and curators attempt to convey meaning through the display of photographs.					
<b>Essential Questions</b>					
How does the organization of photographs on display influence the interpretation of the viewer?					
What are the preparation and organization responsibilities for displaying photographs?					
Who assumes responsibility for the preparation and display of photographs?					
	National Visual Arts Standards	SOL's			LCPS 5C's
<b>ART II A. Select, prepare, and submit photographs for evaluation and display.</b>	VA:Pr4.1.1a	All.2 (c)	SEM	YEAR	<b>Critical Thinker Communicator</b>
1. Prepare and organize photographs for presentation and evaluation based on anticipated display outcomes.	MA:Pr4.1.1a		✓	✓	Critical Thinker Communicator
2. Prepare and present photographs to meet technical and digital requirements of a specific platform or venue.			✓	✓	Critical Thinker Communicator
3. Maintain, protect, categorize and store photographs in actual and digital files for future evaluation and display.			✓	✓	Critical Thinker Communicator
<b>PRESENT – Curate</b>					
<b>Curate – Standard of Achievement (5)</b>					
<b>The student will sift through, contemplate and select photographs based on criteria or purpose.</b>					
<b>Enduring Understanding</b>					
Curation of photographs requires active engagement in the examination and selection of photographs.					
Curation encompasses abilities that reflect aesthetic, critical, contextual and technical decisions.					
<b>Essential Questions</b>					
How do personal experiences affect curation of photographs?					
Why is it important to engage in the curation process?					
	National Visual Arts Standards	SOL's			LCPS 5C's
<b>ART II A. Compare, select and curate photographs for preservation, presentation, and display.</b>	VA:Pr4.1.1a				<b>Critical Thinker Communicator</b>
1. Collaborate to apply criteria for selection and presentation.			✓	✓	Critical Thinker Communicator
2. Analyze, interpret, and evaluate artwork to identify common characteristics of selected photographs or designs presented as a series or sequence.		All.3 (a)		✓	Critical Thinker Communicator
3. Develop a display of personal photographs for the purpose of evaluation and display.	MA:Re8.1.I			✓	Critical Thinker Communicator
4. Curate the presentation of a collection through a variety of contexts including physical display and digital channels.	MA:Pr6.1.II		✓	✓	Critical Thinker Communicator
5. Maintain a digital or traditional process journal/portfolio, a blog or website for idea development, preliminary sketches, research, critical writings, reflections, notes, and final works.		All.2 (b)	✓	✓	Critical Thinker
6. Demonstrate care and preservation techniques with tangible works.			✓		Critical Thinker Contributor
<b>ART II B. Adhere to and justify criteria used for selecting photographs for presentation and evaluation.</b>	VA:Pr5.1.1a				<b>Critical Thinker Communicator</b>
1. Apply specific criteria in the selection and preparation of photographs for physical display or digital publication.			✓	✓	Critical Thinker Communicator
2. Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Va:Pr6.1.1a			✓	Critical Thinker Communicator
3. Select and juxtapose photographs for presentation based on attributes and relationships among them.				✓	Critical Thinker Communicator
4. Analyze, compare, and select, personal artwork for a collection or portfolio presentation.	VA:Pr4.1.1Ia		✓	✓	Critical Thinker Communicator
<b>PRESENT – Communicate</b>					
<b>Communicate – Standard of Achievement (6)</b>					
<b>The student will articulate observations, interpretations, and ideas about art and artistic endeavors using appropriate modes of expression (vocabulary).</b>					
<b>Enduring Understanding</b>					
Communication is a multi-faceted endeavor that involves one or more of the senses.					
Effective communication depends on the mode of delivery, the content, and the receptivity of the audience.					
<b>Essential Questions</b>					
How does an artist choose the best way to communicate with an audience?					
What is the relationship between artists' intent and chosen means of communication?					
	National Visual Arts Standards	SOL's			LCPS 5C's
<b>ART II A. Determine and explain artistic intentions of self and others.</b>					<b>Critical Thinker Communicator</b>
1. Examine and explain the impact of process on intended meaning in personal photographs.			✓	✓	Critical Thinker Communicator
2. Describe how the relationship between media and subject matter can impact the final meaning in works of photographs.			✓	✓	Critical Thinking Communication
3. Investigate and describe the goals and requirements of various post-secondary art-related educational and career opportunities.		All.9		✓	Critical Thinking Communication
4. Review and describe personal and local impacts of artwork exhibitions and presentations.	MA:Pr6.1.1b		✓		Critical Thinking Communication
5. Investigate and compare past and present means of communication through visual art.			✓	✓	Critical Thinking Communication
<b>ART II B. Analyze, explain and document personal realizations resulting from art and artistic endeavors.</b>					<b>Critical Thinker Communicator</b>
1. Analyze how image making experiences inform future artistic endeavors.			✓	✓	Critical Thinker Communicator
2. Identify and describe evidence and outcomes of risk taking in personal photographs.				✓	Critical Thinker Communicator
3. Collaborate to inform, share, and discuss personal insights gained from artistic endeavors.			✓	✓	Critical Thinker Communicator

**LCPS Art Curriculum: PHOTOGRAPHY**

<b>RESPOND – Perceive</b>					
<b>Perceive – Standard of Achievement (7)</b>					
<b>The student will contemplate and explain content, value and intended purpose of photographs.</b>					
<b>Enduring Understanding</b>					
Perception involves careful looking to inform the understanding of art and the world.					
Artists' personal experiences and methods of looking influence the way in which they perceive artistic endeavors.					
<b>Essential Questions</b>					
Why is it important to follow a formalized method of looking at photographs?					
How does taking the time to observe and examine photographs inform understanding of the image making process?					
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>SEM</b>	<b>YEAR</b>	<b>LCPS 5C's</b>
<b>ART II A. Apply art criticism processes to determine and explain content and meaning in photographs.</b>					
1. Apply an established model of art criticism such as aesthetic scanning which asks the viewer to: describe, analyze, interpret and evaluate personal, peer, and professional photographs.		All.3 (b)	✓	✓	Critical Thinker
2. Participate in art criticism processes based established models to determine how the artwork engages the viewer.			✓	✓	Critical Thinker
3. Use constructive critical approaches to critique including in progress (formative), peer, self-reflective, and summative.		All.3 (c)	✓	✓	Critical Thinker
4. Identify types of contextual information such as political, social, historical, and cultural, used in the interpretation of photographs.	VA:Re8.1.IIa		✓	✓	Critical Thinker
5. Form and defend opinions in systematic critiques of photographs and production processes.	MA:Re9.1.HS.II		✓	✓	Critical Thinker
<b>ART II B. Examine and discuss current influences on perceptions and interpretations of photographs.</b>					
1. Hypothesize ways in which art influences perception and understanding of human experiences.	VA:Re7.1.Ia		✓	✓	Critical Thinker
2. Evaluate the effectiveness of an image to influence ideas, feelings and behaviors of the viewer.	VA:Re7.2.IIa		✓	✓	Critical Thinker
3. Define and practice ethical behaviors when responding to photographs and design.			✓	✓	Critical Thinker
4. Describe how the perception of quality and meaning in photographs can shift over time.			✓	✓	Critical Thinker
5. Research and review art social media and publications to determine contemporary trends and modes of thought.			✓	✓	Critical Thinker
<b>RESPOND – Reflect</b>					
<b>REFLECT – Standard of Achievement (8)</b>					
<b>The student will initiate, recall and contemplate learning experiences and personal performances to inform future artistic endeavors.</b>					
<b>Enduring Understanding</b>					
Reflective practice leads to improved performance in artistic endeavors.					
Reflection enables the transfer of prior learning to the undertaking of future artistic challenges.					
<b>Essential Questions</b>					
What constitutes reflective practice?					
What is learned from reflective practices?					
In what ways does reflective practice guide decision-making in the creative process?					
	<b>National Visual Arts Standards</b>	<b>SOL's</b>			<b>LCPS 5C's</b>
<b>ART II A. Contemplate and explain how prior learning informs future artistic endeavors.</b>					
1. Consider and explain how investigation, experimentation, and documentation work together to impact personal image making.			✓	✓	Critical Thinker Communicator
2. Examine and describe how previous image making experiences inform current process applications.			✓	✓	Critical Thinker Communicator
3. Select among alternative solutions to solve image making problems.				✓	Critical Thinker Communicator
4. Reflect on the success or failure of problem solving to inform future image making.			✓	✓	Critical Thinker Communicator
<b>ART II B. Contemplate and explain how learning through image making process applications influences personal learning and growth.</b>					
1. Compare and contrast a set of personal photographs to review image making approaches in relation to personal growth.			✓	✓	Critical Thinker Communicator
2. Specify and explain how acquired skills and techniques and process knowledge informs personal artistic endeavors.			✓	✓	Critical Thinker Communicator
3. Collaborate to examine and explain rationale for choices made in the image making process.			✓	✓	Critical Thinker Communicator Collaborator
4. Specify and explain how the use of light has affected the process and final image.					Critical Thinker Communicator
<b>RESPOND – Evaluate</b>					
<b>EVALUATE – Standard of Achievement (9) – The student will appraise the artistic experience and its personal and global significance.</b>					
<b>Enduring Understanding</b> – photographs and the image making process have extrinsic and intrinsic value. Authentic judgments about the value of art and the artistic experience are informed through the application of a formal observation system.					
<b>Essential Questions</b> – What can be gained by applying a formal observation system to determine the value of an artwork? How does the selected evaluation system affect the perception of an artwork? What values are inherent to photographs and the artistic experience? How does the type of evaluation system used provide insight into the creative process?					
	<b>National Visual Arts Standards</b>	<b>SOL's</b>			<b>LCPS 5C's</b>
<b>ART II A. Select and apply established criteria to judge and evaluate photographs.</b>					
1. Select relevant criteria to evaluate photographs and image making processes at decisive stages based on context and goals.	MA:Re9.1.HS.I		✓	✓	Critical Thinker
2. Select and apply a set of criteria based on form, concept, and process to evaluate personal photographs.			✓	✓	Critical Thinker

**LCPS Art Curriculum: PHOTOGRAPHY**

3. Evaluate the effectiveness of the communication of ideas in personal works of art and design.			✓	✓	Critical Thinker
4. Explain personal responses to aesthetic qualities found in photographs and design.	VA:Re7.1.IIa		✓	✓	Critical Thinker
5. Investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives.		All.6 (c)	✓	✓	Critical Thinker
<b>ART II B. Evaluate the impact of art and creative process applications on ideas and behaviors in a global environment.</b>					<b>LCPS 5C's</b>
1. Investigate and explain how communication and collaboration in image making addresses the needs of the local and global community.		All.7	✓	✓	Communicator Collaborator Contributor
2. Research and evaluate how critical thinking, problem solving and innovation within artistic practice have shaped local and global advancements.			✓	✓	Creator Critical Thinker
3. Discuss and analyze the ways in which contemporary artists influence viewers' perceptions of the world.			✓	✓	Critical Thinker
4. Assess ideas and methods of making photographs to further drive decisions during the process.			✓	✓	Critical Thinker
5. Assess the role and impact of contemporary digital media on the creative process.				✓	Critical Thinker
6. Compare and evaluate a images created for documentation versus images created as an artistic experience			✓	✓	Critical Thinker
7. Research and evaluate the technical, historic, and artistic issues of photography up to the 19th century.			✓	✓	Critical Thinker
8. Research and evaluate the technical, historic, and artistic issues of photography after the 19th century.			✓	✓	Critical Thinker

**LCPS Art Curriculum: PHOTOGRAPHY**

<b>CONNECT – Relate</b>					
<b>Relate – Standard of Achievement (10)</b>					
<b>The student will consider and associate artistic endeavors in relation to personal experiences and external influences.</b>					
<b>Enduring Understanding</b>					
The art experience enriches the human condition by fostering conceptual links across time and cultures. The arts provide evidence of human existence and invite interaction.					
<b>Essential Questions</b>					
How does art promote conceptual links between personal experiences and external influences? How do photographs reveal evidence of human interactions?					
	<b>National Visual Arts Standards</b>	<b>SOL's</b>	<b>SEM</b>	<b>YEAR</b>	<b>LCPS 5C's</b>
<b>ART II A. Investigate ways social, cultural and historical factors influence photographs and design.</b>					<b>Critical Thinker Contributor</b>
1. Identify diverse historical and contemporary photographs and artistic developments.		All.6 (a)	✓	✓	Critical Thinker Contributor
2. Compare and connect historical and contemporary photographs and artistic developments.		All.6 (b)			Communicator
3. Examine and explain how context, purpose, and value, such as social trends, power, equality, and identity relate to art and image making ideas.				✓	Critical Thinker Contributor
4. Compare and connect the use of photographs in social, cultural and historical contexts.				✓	Critical Thinking
5. Collaborate to gain insight into social and cultural factors and their influence on image making.			✓	✓	Critical Thinker Contributor Collaborator
<b>ART II B. Examine and explain the relationship between personal knowledge and experience and artistic endeavors.</b>					<b>Critical Thinker Communicator</b>
1. Deliberate and discuss how contemporary visual culture and photographs challenge or confirm personal beliefs and values.				✓	Critical Thinker Communicator
2. Analyze and explain how personal knowledge and experience influence responses to art and artistic endeavors.			✓	✓	Critical Thinker Communicator
3. Reflect on and analyze personal responses to photographs.			✓	✓	Critical Thinker Communicator
4. Analyze and explain ways photography presentations expand understanding of cultural experiences.				✓	
5. Analyze and explain how photography presentations affect artistic endeavors.				✓	
<b>CONNECT – Reconcile</b>					
<b>Reconcile – Standard of Achievement (11)</b>					
<b>The student will explore and integrate experiential and academic domains of knowledge as part of the artistic experience.</b>					
<b>Enduring Understanding</b>					
Connectivity is an essential characteristic of the artistic experience. Reconciling connections in the creative process enriches and validates the human experience.					
<b>Essential Questions</b>					
How are connections between art and culture developed? How do artists reconcile connections among art, culture, and personal experience validate artistic endeavors?					
	<b>National Visual Arts Standards</b>	<b>SOL's</b>			<b>LCPS 5C's</b>
<b>ART II A. Select and apply topics and methods from other academic domains to support and enhance artistic endeavors.</b>					<b>Critical Thinking</b>
1. Document and compare the idea development and image making process with methods used in other disciplines.	VA:Cn10.1.1a			✓	Critical Thinker
2. Access and combine aspects of interdisciplinary topics in innovative ways to develop art ideas and works.			✓	✓	Critical Thinker Contributor
3. Explore and respond to works of art that are inspired by other fine arts and fields of knowledge.		All.11	✓	✓	Critical Thinker
4. Examine and assess how photographic techniques are used in other disciplines.				✓	Critical Thinker
5. Connect learned techniques and ideas with professional occupations.			✓	✓	Critical Thinker Contributor
<b>ART II B. Demonstrate and explain how personal culture can validate the human experience through artistic</b>					<b>Critical Thinking Communication</b>
1. Examine and discuss how social, political, economic and cultural factors influence artistic endeavors and outcomes.		All.13	✓	✓	Critical Thinker Communicator
2. Distinguish and select among local and global resources to inform and support artistic goals.				✓	Critical Thinker
3. Select and express aspects of personal culture in image making.			✓	✓	Critical Thinker Communicator
4. Identify and describe cultural influences on personal artistic interpretations and understandings.			✓	✓	Critical Thinker Communicator